

**THE USE OF VISUAL MEDIA IN TEACHING DEGREE OF
COMPARISON AT THE SECOND YEAR
STUDENTS OF SMPN 10 PALOPO
2016/2017**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of the state Islamic Institute of Palopo for S.Pd
Degree in English Education*

Composed By,

**SITTI.FATIMAH
REG.NUM. 12.16.3.0030**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO
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Dr. Muhaemin,MA
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**ENGLISH STUDY PROGRAM
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THE STATE ISLAMIC INSTITUTE OF PALOPO
2016**

THESIS APPROVAL

The thesis entitled **"The Use of Visual Media in Teaching Degree of Comparison At the Second Year Students of SMPN 10 Palopo "** which is written by **Sitti.Fatimah**, REG Number. 12.16.3.0030, English Education Study Program Faculty of Tarbiyah and Teacher Training State is Islamic Institute for Palopo, and has been examined and defended in MUNAQASYAH sessions which is carried out on Wednesday in Agust 17th 2016 M, coincided with Dzulkaidah 14th 1437 H, it is authorized and acceptable as partial fulfilment of requirement for S.Pd, degree in English language teaching.


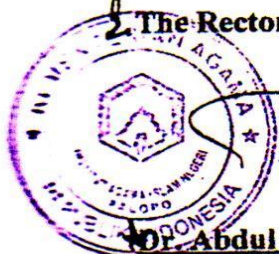
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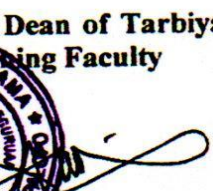
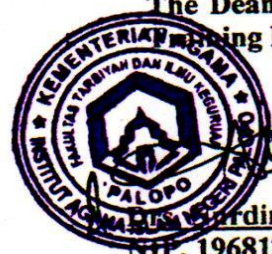
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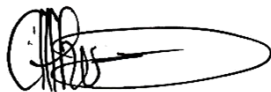
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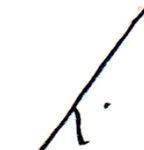
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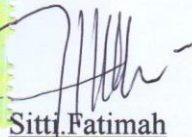
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The researcher hopes this thesis can give some values to the students of English departement and English teacher and the readers especially improving grammar mastery. The writer admits that this thesis is not perfect, so that the researcher will accept suggestion from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

May Allah SWT who always give them good something and guidance in their life and may Allah SWT bless us. Amiin.

The researcher

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CURICULUM VITAE

ABSTRACT

Sitti.Fatimah, 2016. *“The Use of Visual Media In Teaching Degree of Comparison at The Second Year Students’ of SMPN 10 Palopo”*. Thesis, English Study Program of Educational Department in Institute College for Islamic Studies (IAIN) Palopo. Consultant (1) Dr. Muhaemin, MA (2) Jufriadi, S.S., M.Pd.

Key words: Teaching Degree of Comparison, Visual Media

The objective of the research is to find out how the application of teaching degree of comparison using visual media at the Second Year of SMPN 10 Palopo and whether or not significant different in pre test and post test result after using visual media in teaching degree of comparison

This research applies pre experimental method with one group pre test and post test design. The population of this research is the Second year students of SMPN 10 Palopo in academic year 2016/2017. Sample of this research used purposive sampling and have taken from class VIII A. The number of sample were 21 students. The researcher applies multiple choices as instrument. In collecting data, the researcher uses some procedures namely pre test, treatment and post test.

The result of this research shows the mean score in pre test is (39.29). In the post test, the students’ mean score is (75.71). It indicates the students’ ability before treatment is poor and very poor but after giving the treatment, the students’ ability is higher (good and fairly good). Besides that, the use of visual media can improve students’ ability in teaching degree of comparison at the second year students of SMPN 10 palopo.

This significant different in pre test and post test result could be seen from the result of data analysis that have been analyzed t table with significant level 0.05 got 2.086 with comparing t count which got 34.917, so “ t_o ” was bigger than “ t_t ”. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant difference between pre test and post test result in degree of comparison after visual media conducted. It means that application in teaching degree of comparison by using visual media at the second year students’ of SMPN 10 Palopo is effective to be useful in English teaching & learning process.

CHAPTER I

INTRODUCTION

A. Background

Learning English is very important in this globalization era, including Indonesian with the aim that they can get involve in the development of scientific and technological information worldwide. So, introducing English as early as possible is necessary. English has become an important subject. It is teach from kindergarten up to university. With regard to the mention reasons, Indonesia begins to use English in every aspect of life, including education field.

In Indonesia, English as foreign language has four basic skills, namely; listening, speaking, reading, and writing skill. These four skills are usually considered as integral skills because they are relating each other. Besides, they also have to learn the English sub-skill which consist of : Grammar, Vocabulary, Pronunciation and so on in order to help them in mastering the four language skill.

Grammar as one of the language components is very important to be learnt and to be understood by the students. In order to make the communication more meaningful, grammar becomes one of the basic requirements that must be mastered when they learn English at school. By learning grammar, students can communicate their message clearly and preciesly.

Penny Ur said that, "Grammar may be roughly define as the way a language manipulates and combines words (or bits of words) in order to form

longer units of meaning”.¹ These statement above show that grammar is the basic knowledge and important role in understanding the English language. Grammar cover a lot of language elements. One of them is degree of comparison. It is study about how to modify the adjective or adverb to donate different levels of quality, quantity or relation of things or humans.

SMPN 10 Palopo was one of the Junior High School that learn English to the students. From an interview with the teacher before the research, it was found that there were several problems that are faced by the teacher and the student at SMPN 10 Palopo. Firstly, the students feel that English was very difficult especially in grammar pattern and formula, and when they were learning degree of comparison in the class most of them still find difficulties in understanding and using them. The students cannot use and comprehend degree of comparison properly because each type has different rules they think that degree of comparison was confusing rules and sometimes they feel bored when learning it. Secondly, there is the probability that the technique and the strategy that are used by the teacher are not suitable for teaching degree of comparison or the technique that was implemented by the teacher currently make the teaching degree of comparison less effective.

To help students and teacher solve this problem, One of the ways to made the students more interested and motivated in their learning process especially in grammar lesson is by using a media.

¹ Penny Ur, Grammar Practice Activities; A Practical Guide for Teachers;(New York : Cambridge University Press,1988) P.4

Media are very usefull in teaching English especially for young learner. By using media the teacher can get more attention from students and it can motivated the students to be active in the classroom. As Finnochiaro states that media can make class situation in the more alive. The class can be more alive since a media can interest students and attract students' attention. Then the students will give response to the interesting things.²

There are many instructional media that the teacher can use properly. Generally there are three kinds of instuctional media named audio, visual, and audio-visual media. According to Marry Finnochiaro and Michael Bonomo, some of example of audio media are record player, tape recorder, and language lab, etc. Visual media are blackboards or white board, real object, the picture file, charts, table, fash cards, the pocket chart, the flannel, magnetic board, white board, and worksheet. And audio-visual are film, Television, etc.³ But in this thesis the writer choose visual media.

By using visual media, the teacher can give information for the students clearly. On other side, the students can get and understand the information easily and make the students' interest in learning English especially in grammar.

Based on the explanation above the writer would like to make a teaching experiment and is interested to make the title **“The Use of Visual Media in Teaching Degree of Comparison at The Second Year Students of SMPN 10 Palopo”**.

² Marry Finnochiaro, *Visual Aids in Teaching English as a Second Languange*, (English Teaching Forum,XII),(34), P. 263-266.

³ Marry Finnochiaro & Michael Bonomo, *The Foreign Langunge Learner*,(New York : Regent Publishing Company,Inc), P.155.

B. Problem Statement

Based on the background above the writer formulated a research question:

Does the use visual media improve the students' achievement in degree of comparison at the Second year of SMPN 10 Palopo?

C. Objective of the Research

This research aim at finding out whether or not Visual media can improve the students' achievement in teaching degree of comparison at the Second year of SMPN 10 Palopo.

D. Significance of the Research

It is expect that the result of the study gave important contributions for English teachers, the students, and the future researcher,

1. For the English Teachers

This study is expected to give contribution in English teaching practically. Practically, this study is expected to give new information about various technique used in teaching learning process and it is hope to applied in teaching learning process.

2. For the Students

It can improve their ability in learning grammar especially in degree of comparison and make their interest and easier to get more understanding about it until get a good result.

3. The writer,

It will get new knowledge and experience in teaching and learning grammar through visual media and increase skill in teaching later.

4. Next researchers,

The result of the study can be used as a reference in conducting their study in similar problem about learning degree of comparison by using visual media.

E. Scope of the Research

In conducting this research, the writer limits the problem into two forms of degree of comparison namely adjective form and adverb form. This research only focuses on learning degree of comparison in adjective form especially descriptive adjective because there are many kinds of adjective but only descriptive adjective that can be described and using instructional media such as Real object, Picture, Table, and Flash Card as kinds of visual media so that we could show the real differences between how big or small, high or low, more or less, many or few of the qualities, numbers, and position of the nouns (person, things, and place) and the writer used the students achievement especially in degree of comparison to know whether or not visual media can improve students' ability in mastering grammar.

F. Operational Definition

Based on the title: The Use of Visual media in Teaching degree of comparison at the Second Year Students of SMPN 10 Palopo, the writers use operational definition they are:

1. Instructional Media

Instructional media is aid which are using to support teaching learning process. English teacher need to use instructional media in achieving the teaching objective.

2. Visual Media

Visual media is important role in learning process. Visual media can accelerate for understanding and memory and some example of visual media they are: blackboards or white board, real object, the picture file, charts, flash cards, the pocket chart, the flannel, magnetic board, table, white board, and worksheet.

3. Degree of Comparison

Degree of Comparison is the modification of adjectives and adverbs to show whether things or persons are equal, higher or highest degree of quality or quantity. Degree of comparison in English grammar also has a function to show how big or small, high or low, more or less, many or few of the qualities, numbers, and position of the nouns (person, things, and place).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

There are many researchers have conducted the use of media in teaching English grammar especially in degree of comparison namely:

1. Mahril, (2009) in his thesis, “The difficulties faced by the second year students of SMA Cokroaminoto palopo in using degree of comparison”. The method in this research is descriptive. He collect data by using multiple choice test and changing words test of adjective. He concluded that the second year students of SMA cokroaminoto palopo have fairly good score category with the total score was 6.8. students still difficult in using irregular adjective.¹

2. Mahmud Badarudin, (2014) in his thesis, The Effectiveness of Using Picture in Teaching Degree of Comparison (A Quasi Experimental Study at the Second Year Students of SMP AD-DA-WAH, Duri Kosambi-Cengkareng). This research is conducted to find the empirical. In this research, the writer uses a quasi experimental study that he compares two classes The first class as the experimental class is taught degree of comparison by using picture. While for the second class as the control class is taught degree of comparison without using picture. The writer gives a pre-test first, treatment, and the last gives a post-test to obtain the data in this research. The data collected and analyzed by using t-test formula. It means that there is a significant difference of students’ achievement

¹ Mahril, *The difficulties of the second year students of SMA Cokroaminoto palopo on Degree of Comparison*, 2009. Thesis of English Department Cokroaminoto palopo.

who are taught degree of comparison by using picture and those who are taught degree of comparison without using picture. In conclusion, teaching degree of comparison by using picture is effective and applicable at the second year students of AD-DA'WAH Junior High School, Duri Kosambi-Cengkareng.²

Base on the statements above the writer concluded that the differences between the writer's research with both of the researchers above is the writer used Pre-Experimental method and one group pre test and post test design and using Multiple choice in Pre-test and Post-test design. The similarities between the writers with both of researchers above are same in research about degree of comparison.

B. Some Pertinent Ideas

1. Principle for Teaching Grammar

Before conducting a grammar class, there must be some principle have to be noticed by the teachers in order they can commit successfully. According to Nunan, there are at least three principles in teaching the grammar to the students, they are:

- a. Integrated both inductive and deductive methods into your teaching.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a series of exercises designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principle

² Mahmud Badarudin, *The Effectiveness of Using Picture in Teaching Degree of Comparison (A Quasi Experimental Study at the Second Year Students of SMP AD-DA-WAH, Duri Kosambi-Cengkareng*. Thesis of Department of English Education, Faculty of Tarbiyah and Teachers's Training, 'Syarif Hidayatullah' State Islamic University Jakarta, 2014.

to example : inductive procedures reverse this process and through a process of guided discovery, get them to work out the principle or rule for themselves.

b. Use Task that make clear the relationship between grammatical form and communicative function.

Grammar-based course are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between grammatical form and the communicative function.

c. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is known language rules. Procedural knowledge being able to use the knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time but all know learners who can give more or less standard text book explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for development of such knowledge. Student need to develop mastery of target language item, not by memorizing rules, but using the target items in communicative context. This learning through use or learning by doing principle is one that has to us through the approach to education known as experimentalism.³

After knowing the principle of the teaching grammar, the teachers are expected to be able to manage the classroom situation and their teaching strategy or method, so the teachers have to make good preparation before teaching.

2. Instructional Media

a. Definition of Instructional Media

The term 'media' define as the plural of 'medium', is the way of communicating information or ideas.

According to Ahmad Rohani, "Instructional media is all of the education tools that are uses as mediator, by using tools of figure on teaching learning process to improve effectiveness and efficiencies of achieving instructional purpose."⁴

Base on statement above, it can be conclude that instructional media are aids which are using to support teaching learning process. English teacher need to use instructional media in achieving the teaching objective.

³ David Nunan, *Practical English Language Teaching* (New York: Cambridge University Press, 1995), P.158-160.

⁴ Ahmad Rohani, *Media Instruksional Educative*, (Jakarta : Rineka Cipta ,1972), P.3
(Translate by the writer)

b. Function of Instructional Media

Media (teaching aids) are very important in teaching learning process. Besides that, media make students more active. Finnochiaro says that, media can class situation more alive and active. The class can be more alive and active if the media can attract student attention. Material aids can make in helping students' communicate that is to understand, to speak, to read and to write.⁵ Therefore, the students will give response to the interesting things.

Communication between the teacher and the learner is improved by learners' motivation when instructional media are used in class. According to Ayot and Patel who said that, Motivation is degree of desire to learn new things, to put in more time to study and to find out more about what is being taught and to cooperate with the teacher in order to gain knowledge from his/her experience, depends largely on what the teacher do and make interest in their students.⁶ Learners learn better when they are motivated but it is not motivation for learning as such which is important to teaching but motivation for learning a particular aspect.

According to Derek Rowntree, Instructional media have function:

- 1) To attract learning motivation
- 2) Review what the students have been learned
- 3) To provide stimulus of learning

⁵ Marry Finnochiaro, *Visual Aids in Teaching English as a Second Language*, English Teaching Forum, XII (34): P. 263-266

⁶ Ayot, H.O.& Patel M.M, *Instructional methods*. Jurnal of Education and Practice Vol.5, No 31, 2014. P. 142

- 4) Get students active response
- 5) Give feedback immediately
- 6) Encourage Suitable exercise.⁷

From several function of instructional media above, it can be conclude that instructional media are very important in teaching learning process. English teachers are suppose to use instructional media to achieve learning objective, but the teacher have to consider some factors in using and developing the suitable instructional media that they will show to the students to avoid any mistakes or difficulties in using instructional media.

c. Kinds of Instructional Media

The usage of instructional media is suppose to be design and depelop well. A teacher is suppose to use variety of instructional media in order not make students feel bored. A teacher has to make the students interest in teaching learning process.

Based on the chanel of information, media can classify into three namely audio, visual, and audio visual media.⁸ Audio media are media that can be listened (audible), visual media are that can be seen (visible), audio-visual media are media that can be listened and seen.⁹

According to Marry Finnochiaro and michael bonomo they said that some of example of audio media are record player, tape recorder, and language lab,etc.

⁷ Ahmad Rohani, *Media Instruksional Educative*, (Jakarta : Rineka Cipta ,1972) P.7
(Translate by the writer)

⁸ Ahmad rohani, *media Instructional Educative*, Jakarta: Rineka Cipta,1972) P.19

⁹ Amir Hamzah Sulaiman, *Media-Audio-Visual untuk pengajaran , penerangan & penyuluhan*, (Jakarta: PT.Gramedia,1981) P.11

Visual media are blackboards or white board, real object, the picture file, charts, flash cards, the pocket chart, the flannel, magnetic board, white board, and worksheet. And audio-visual are film, Television, etc.¹⁰ Further, Douglas says that studies have stressed the importance of incorporating various senses in the learning process.

Learning through the five senses is distributed as follows; learners retain: 1% of what they learn through taste, 1.5% of what they touch, 3.5 % of what they smell, 11% of what they hear (unless impaired) and 83% of what they see unless they are visually impaired.¹¹ This large percentage attached to learning by seeing justifies the need for use of instructional media in teaching and learning for effective instruction.

Visual stimulus arouse interest, sustains interest and defines fact and information easily and precisely thus giving to words or compare the things or person and can stimulates their imagination.

So that, the writer only choose visual media as one of kinds of instructional media to teach degree of comparison .

3. Visual Media

a. Definition of Visual Media

The aids that help in teaching languages and can be seen are called by “Visual Media”. They include blackboards, real object, the picture file, charts, flash cards, the pocket chart, the flannel, magnetic board, white board, and worksheet.

¹⁰ Mary Finnocchiaro & Michael Bonomo, *The Foreign Language Learner*, (New York : Regent Publishing Company, Inc) P.155

¹¹ H. Douglas, *The High School Curriculum*. (Usa: Ronald Press Company, 1964). Journal of Education and Practice Vol.5, No.31, 2014.

In educational process visual media can be able to help the teachers in doing their duty as educator. According to Azhar Asyad states that “visual media is the important role in learning process. Visual media can accelerate for understanding and memory”.¹² Visuals are instrument for teacher to aid learning, they add realism and attractiveness to the learning experience.

b. Kinds of Visual media

They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing and using them. The teacher should also consider the importance of media in attaining the purpose of instructional, the availability of the media as compare with other media and the effectiveness with compare. It means, the teacher must be sure that the media used are rarely important, good, and suitable with class condition and their material.

This paper discusses about Kinds of Visual Media that the researcher use in teaching degree of comparison they are:

1) Picture

A picture is an illustration of picture that can use as two dimensional representation of person, place or thing. In Oxford Dictionary, “Picture are painting, drawing, sketch of something, especially as a work of art.”¹³ It means that picture is one of the media of communication that can show people, place and thing that are far from us.

¹² Azhar arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2014) P.89 (Translate By Writer)

¹³ As Hornby, *Oxford Learner's Dictionary* P.631

In teaching learning English, picture is very important especially for vocabulary and grammar lesson. By using the picture, it will be easier for the teachers to deliver an idea directly, for example; people, building, panorama, and accident that impossible to bring them to the classroom.

There are some strength of using picture in teaching Learning English, are as follow:

- a) Easy to Prepare
- b) Easy to organize
- c) Interesting
- d) Meaningful and authentic
- e) Sufficent among of language.¹⁴

According to Penny Ur, picture can be use in learning degree of comparison.¹⁵

Compare This Picture!



(Picture 2.1. Picture of Superlatif Degree)

¹⁴ Andrew Wright, *Picture For Language Learning*.(Cambridge: Cambridge University Press,1989), P.3.

¹⁵ Penny Ur, *Grammar Practice Activities*, (Cambridge: Cambridge University Press,1988), P.64.

2) Flashcard

Other example of visual media is flashcard. Flashcards are the cards on which words and picture and painted or drawn.¹⁶ Flash card usually made from thick paper. The numbers of flash card based on the teachers' creativity. Flashcards show picture or words. Usually flashcards include of group with kind or classes.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that the teacher can improve the student's interest.

Base on many definitions above about flashcard; the writer can conclude that:

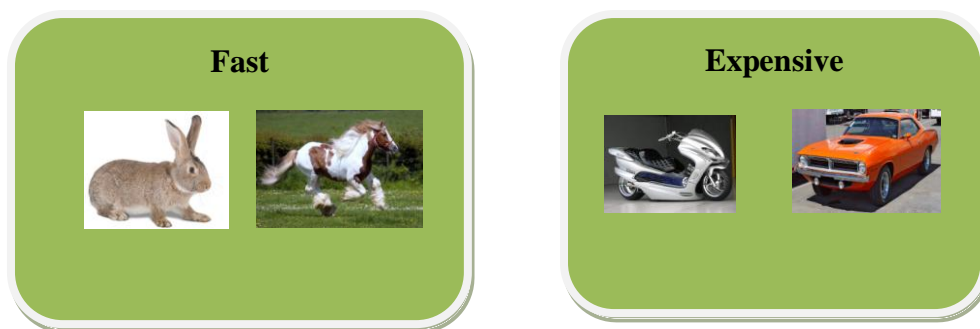
- a) Flashcard is one of the media education
- b) Flashcard is a little piece of paper
- c) Flashcard is the cards on which words and or picture and print or drawn.
- d) Flashcard is one of the best tools for memorizing information.

¹⁶ Jhon Haycarft, *An Introduction to English Language Teaching*, (Longman), P.103.

In this reseach, the writer took Picture card as a type of flashcard.

For example :

Compare this Flash Card!



Comperative Degree

(Flashcard 2.1 Example of Picture Card)

3) Real Object

Real object is real life object that enable students to make connection to their own lives. Finnochiaro assumes that students understand and reatin the meaning of a word beter when they have seen or have touched some object assosiated with it.

There are several uses of real object as follow:

- a) Uses for resenting vocabulary
- b) Uses or presenting new structure.
- c) To help students get into character when acting out a dialog or doing role play.
- d) As props for dialogues or role play.

e) Aids for various games.¹⁷

4) Table

Table includes graphic aids. Table contents the information of number or data. Table is suitable for visual media that can be used in English teaching and learning process especially for grammar lesson.

For Example:

Name	Height	Weight
Rani	176 Cm	50 Kg
Riri	154 Cm	35 Kg
Rere	172 Cm	35 Kg
Ruri	166 Cm	45 Kg

(Table 2.1 Example of Degree of Comparison)

4. Degree of Comparison

a. Definition of Degree of Comparison

Before the researcher discusses and gets the understanding about degree of comparison, she believes that it is important to know about the meaning of comparison first. There are some definitions about comparison which state by some experts.

Larsen-Freeman and Celce-Murcia in *Grammar Book* states that “One of the most basic and powerful of human cognitive processes is the ability to

¹⁷ Petter Hubbard, et, al., A. Training Course for TEFL (New York: Oxford University Press, 1983) P.114.

comprehend and express the fact that two things are similar or different, often such similarity or difference is expressed in terms of degree, extent, or quantity”.¹⁸

Meanwhile definition of comparison adjective to Randolph Quirk, et, al, “Comparison is with gradable adjective and adverb to show its the three degrees of quality.¹⁹ So, comparison is to show or to point out the three degrees of quality of someone, something and others.

Example:

- a) Yogi is as tall as my friend.
- b) Your car is more expensive than mine.
- c) Anita is the cleverest student.

From all the explanations above, the writer concludes that degree of comparison is the modification of adjectives and adverbs to indicate that something or someone has relatively equal, greater, or lesser degree of some quality or quantity. Although some adjectives can be compares but not all of them led themselves to the comparison like; *perfect, unique,fatal, universal, dead, wrong, straight, etc.* Degree of comparison in English grammar also has a function to show how big or small, high or low, more or less, many or few of the qualities, numbers, and position of the nouns (person, things, and place). They are using to show whether things or persons are equal, higher or highest degree of quality or quantity.

¹⁸ Marriane Celce-Murcia & Dianne Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course*, (Rowley: Newburry House, 1999), Second Edition, p. 717.

¹⁹ Randolph Quirk, el, al. *A Comprehensive Grammar of The English Language*, (London and New York : Longman, 1985), P.458.

b. Kinds of Degree of Comparison

Rozakis states that adjectives and adverbs not only describe things; they also compare them. Adjectives and adverbs have different forms to show degrees of comparison. There are three degrees of comparison: *positive*, *comparative*, and *superlative*.

The following list summarizes the three degrees of comparison:

- 1) *Positive*: The base form of the adjective or adverb *not* being use in a comparison.
- 2) *Comparative*: The form of the adjective or adverb being use to compare *two* things.
- 3) *Superlative*: The form of the adjective or adverb being use to compare *three or more* things.²⁰

Here's a cheat sheet:

Degree of Comparison	Number of Things Compared	Example
Positive degree	None	Donald is <i>rich</i>
Comparative degree	Two	Ross is <i>richer</i> than Donald.
Superlative degree	Three or more	Bill is the <i>richest</i> of all.

(Table 2.2 Kinds of Degree of Comparison)

²⁰ Rozakis Laurie, *English Grammar for the Utterly Confused*. (USA : The McGraw-Hill Companies.2003) P.49.

From the explanations above, the three kinds of comparison of adjective are expressed by following means:

1) Positive Degree (S+ to be+ as+ adj+ as)

This form is use to express something in state as it is and the sam level of comparison.

Example :

- a) You are as tall as my father
- b) She is a beautiful as my sister

2) Comparative Degree (S+ to be+ adj+er/more+adj.....than.....)

This form is use to hold degrees in state something that exceeds the positive degree or two people or things are not the same be said in terms of certain properties.

Example:

- a) The boy is taller than me.
- b) This car is more Expensive than mine.

3) Superlative Degree (S+ to be+ the most+ adj)/(S+ to be+ the adj+st / est)

Use to compare three or more objects or larger degree of positive or all.

Example:

- a) She is the tallest of all the girls
- b) Ani is the most beautiful of all the girls.

c. Form of Degree of Comparison

According to Hariyono and Carty, Degree of Comparison can be formed by the following rules:

- 1) Regular degree of comparison
 - a) If the positive ends in two consonants, or in a single consonant preceded by two vowels, er and est are added.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Bold	Bolder	Boldest
Great	Greater	Greatest
Thick	Thicker	Thickest
Cheap	Cheaper	Cheapest
Young	Younger	Youngest
Long	Longer	Longest
Short	Shorter	Shortest
Sweet	Sweeter	Sweetest
Small	Smaller	Smallest
Clever	Cleverer	Cleverest

Tall	Taller	Tallest
Deep	Deeper	Deepest
Low	Lower	Lowest
High	Higher	Highest

b) When the positive ends in e, only r and st are added.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Large	Larger	Largest
Brave	Braver	Bravest
Able	Abler	Ablest
Fine	Finer	Finest
Wise	Wiser	Wisest
White	Whiter	Whitest
Polite	Politer	Politest
Impolite	Impoliter	Impolitest
Nice	Nicer	Nicest
True	Truer	Truest
Wide	Wider	Widest
Complete	Completer	Completest
Simple	Simpler	Simplest

Handsome	Handsome	Handsome
Possible	Possible	Possible
Noble	Noble	Noble

- c) When the positive ends in y, preceded by a consonant, the y is changed into i, before adding er and Est.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Dry	Drier	Driest
Happy	Happier	Happiest
Easy	Easier	Easiest
Heavy	Heavier	Heaviest
Greedy	Greedier	Greediest
Friendly	Friendlier	Friendliest
Lucky	Luckier	Luckiest
Pretty	Prettier	Prettiest
Lazy	Lazier	Laziest
Busy	Busier	Busiest
Wry	Wrier	Wriest
Silly	Sillier	Silliest
Heavy	Heavier	Heaviest
Crazy	Crazier	Craziest

Holly	Holier	Holiest
Motherly	Motherly	Motherliness
Funny	Funnier	Funniest
Angry	Angrier	Angriest
Early	Earlier	Earliest
Bloody	Bloodier	Bloodiest
Curly	Curlier	Curliest
Dusty	Dustier	Dustiest
Grassy	Grassier	Grassiest
Faulty	Faultier	Faultiest
Greasy	Greasier	Greasiest
Guilty	Guiltier	Guiltiest
Hairy	Hairier	Hairiest
Healthy	Healthier	Healthiest
Hasty	Hastier	Hastiest
Hungry	Hungrier	Hungriest
Lovely	Lovelier	Loveliest
Leafy	Leafier	Leafiest
Ugly	Uglier	Ugliest
Muddy	Muddier	Muddiest
Sleepy	Sleepier	Sleepiest
Rusty	Rustier	Rustiest

Stony	Stonier	Stoniest
Sandy	Sandier	Sandiest
Orderly	Orderlies	Orderlies
Smoky	Smokier	Smokiest
Costly	Costlier	Costliest
Snowy	Snowier	Snowiest
Wavy	Wavier	Waviest
Thorny	Thornier	Thorniest

d) But if the y is preceded by a vowel, the y is not change in to i

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Gay	Gayer	Gayest
Grey	Greyer	Greyest
Coy	Coyer	Coyest
Lay	Layer	Layes

- e) When the positive consists of two syllables end with “- er” or “-ow” adding with “- er” or “- est”.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Narrow	Narrower	Narrowest
Slow	Slower	Slowest
Shallow	Shallower	Shallowest
Clever	Cleverer	Cleverest

- f) When the positive is a word of one syllable and ends in a single consonant, precede by a vowel, this consonant is double before add "er" and "est".

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Big	Bigger	Biggest
fat	Fatter	Fattest
Wet	Wetter	Wettest
Red	Redder	Reddest
Hot	Hotter	Hottest
Thin	Thinner	Thinnest
Sad	Sadder	Saddest

- g) In all the adjectives consists of two syllables, and in most adjectives of two syllables, the comparative is formed by adding more and the superlative is formed by adding most.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Useful	More Useful	Most Useful
Famous	More Famous	Most Famous
Nervous	More Nervous	Most Nervous
Passive	More Passive	Most Passive
Charming	More Charming	Most Charming
Modern	More Modern	Most Modern
Modest	More Modest	Most Modest

- h) In all the adjectives consists three or more syllables, the comparative is formed by adding more and the superlative is formed by adding most.

Example:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Beautiful	More Beautiful	Most Beautiful
Expensive	More Expensive	Most Expensive
Dangerous	More Dangerous	Most Dangerous
Interesting	More Interesting	Most Interesting
Careful	More Careful	Most Careful

Necessary	More Necessary	Most Necessary
Complicated	More Complicated	Most Complicated
Different	More Difficult	Most Difficult
Diligent	More Diligent	Most Diligent
Comfortable	More Comfortable	Most Comfortable
Serious	More Serious	Most Serious
Difficult	More Difficult	Most Difficult
Careless	More Careless	Most Careless
Important	More Important	Most Important
Useless	More Useless	Most Useless
Expensive	More Expensive	Most Expensive
Merciful	More Merciful	Most Merciful
Exciting	More Exciting	Most Exciting
Merciless	More Merciless	Most Merciless
Thankful	More Thankful	Most Thankful
Readable	More Readable	Most Readable
Terrible	More Terrible	Most Terrible

2) Irregular Degree of Comparison

This means that there is certain in forming degrees of comparison. The only way to know them is to memorize them. These irregular degrees of comparison are:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
Much	More	Most
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Hind	Hinder	Hinds
Ill	Worst	Worst
Wise	Wiser	Wisest
Old	Older	Oldest
	Elder	Eldest
Many	More	Most
A Few	Less	Least
A Little	Less	Least
Late	Latter	Last
Evil	Worse	Worst
Nigh	Nigher	Nighest
Fore	Former	Foremost, First

Hind	Hinder	Hindmost
Near	Nearer	Nearest
Far	Farther	Farthest
	Further	Furthest ²¹

(Table 2.3 Form of Degree of Comparison)

²¹ Haryono, Rudy and Carthy, A.Mc, *ABC Plus English Grammar*. (Surabaya : Gitamedia Press. 2008) P.106.

5. Conceptual Framework

The conceptual framework in this research is the explanation of the background structure theory of findings data, analysis data and conclusion. The theoretical framework as follow:

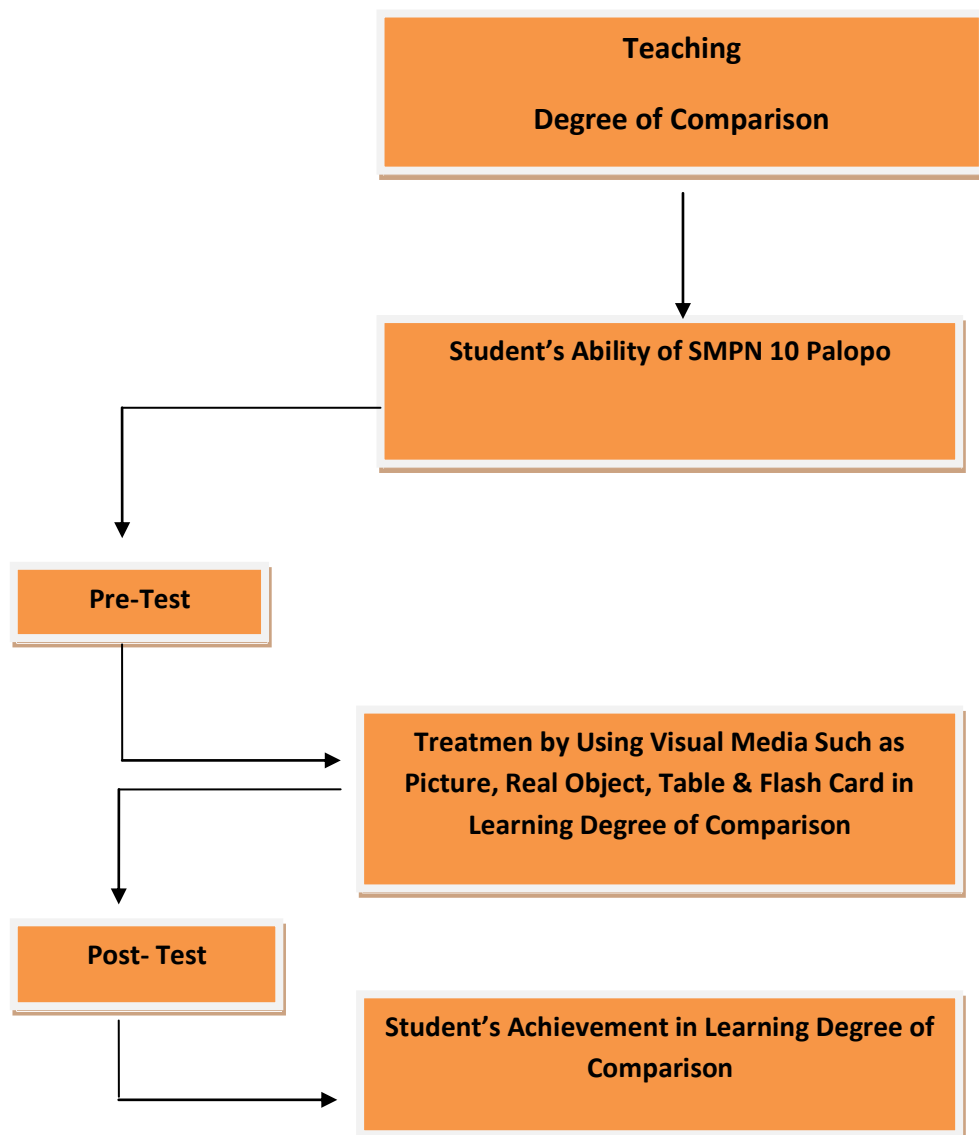


Figure 2.1: Conceptual Framework

The conceptual framework above shows the concept of this research, the writer concludes that degree of comparison is the material for the students. After

that, the researcher will give Pre -Test to find out Student's basic ability in degree of comparison and the process in this research using visual media such as Picture, Flash Card, Real Object and Table as treatments. The result of this thesis the writer use Post-test to find out students Achievement in learning degree of comparison.

6. Hypothesis of the Research.

There hypothesis of the research is formulated as follows:

- H0 : There is no significant difference between pretest and posttest results in learning degree of comparison by using Visual Media.
- H1 : There is significant difference between pretest and post test result in learning degree of comparison by using Visual Media.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

In this research, the writer apply pre-experimental method with one group pre test and post test design. It would use one group as pretest (O1) exposed to Treatment (X) and posttest (O2) to compare the pre test and post test score and purpose of this research is to find out the effectiveness of using visual media in teaching degree of comparison .

Design of the Method:

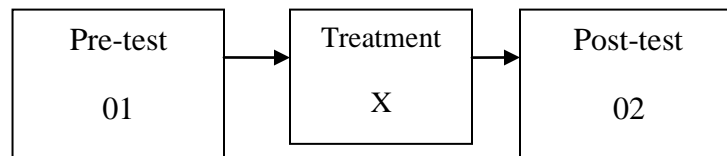


Figure 3.1 : Research Design

Where :

O1 = Pre test before treatment.

X = Treatment by using Visual Media in Teaching degree of comparison.

O2 = post test the last after treatment¹

¹Endang Mulyaningsih, *Metode Penelitian Terapan Bidang Pendidikan*, (Bandung: Alfabeta, 2013), P.96.

B. Variable

There are two variables, namely independent variable and dependent variable. The independent variable in this research is visual media and the dependent variable is students' Result in learning degree of comparison.

C. Time and Place of the research.

The place of research is a location where the research is done; while for the time, it consists of the description of when the research is done, such as: semester, academic year and how long the research is done.

1. Time of the Research

The writer operated the research on 14th July– 14th August, 2016. It was conducted in eighth meeting and it was done 2 - 4 meetings a week.

2. Place of the Research

The writer operated this research at the second year of SMPN 10 Palopo in academic year 2016 /2017, which is located on Yogi S. Memed Street, Palopo city, South of Sulawesi.

D. Population and Sample

1. Population.

Population is the whole subject of the research; it can be said as the population research when someone wants to research all the elements that exist in that research area.²

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka

The population of this research was take from the Second Year Students of SMPN 10 Palopo in academic year 2016/2017, there were Four classes consist of VIII a, VIII b, VIII c, and VIII d, so the total number of population was 84 students.

2. Sample.

Arikunto defined sample as part or representation of the population being researched; if we just research a part of population, the research can be said as the sample population.³

In this research, the writer used purposive sampling as the sample, where the students take from class VIII a. There were 21 students. The writer chose the class because from the data authentic about their score in the first semester, the students of VIII a have low ability in mastering grammar. So, the writer was taken the class for her experiment. See the schedule of the research:

No	Time	Agenda
1	Thursday, 14 th July 2016	The writer asked the permission to headmaster of SMPN 10 Palopo to do the research.
2	Thursday, 14 th July 2016	The writer gave pre-test to the students in experiment class
3	Friday, 15 th July 2016	The writer started the first treatment to the students in experiment class
4	Saturday, 16 th July 2016	The writer did the second treatment to the students in experiment class
5	Monday, 18 th July 2016	The writer did the third treatment to the students in experiment class
6	Tuesday, 19 th July 2016	The writer did the fourth treatment to the students in experiment class
7	Friday, 22 nd July 2016	The writer did the fifth treatment to the students in experiment class

Cipta, 2010), p. 173. (Translate by the writer)

³ *Ibid*, p. 174.

8	Monday, 25 th July 2016	The writer did the Sixth treatment to the students in experiment class
9	Tuesday, 26 th July 2016	The writer gave post-test to the students in experiment class

(Table 3.1 The Schedule of the research)

E. Instrument of the Research

The kind of instrument that was used in this research was multiple choices. The test consists of 20 items that related with degree of comparison (positive, comparative, superlative degree and irregular degree of comparison).

F. Procedure of Collecting Data

1. Pre Test

Firstly, the writer introduce herself to the students and explained about the purpose of her coming to their class. After that, the writer was given written test to the students. It consists of 20 items that related with degree of comparison. It aimed to know the students' achievement in using degree of comparison before treatment. The students were given 80 minutes to do the test.

2. Treatment/ Teaching

In this treatment the writer begun to teach degree of comparison and given them by using visual media such as a real object, picture, Flash card, and table. This research had been held six times meeting.

The following was teaching learning activities in experiment class as follow:

- a. The first meeting (2x45 minutes)

- 1) Before presenting material, the researcher gave the explanation about her title.
- 2) The researcher is explained about definition of degree of comparison.
- 3) The researcher divide the students into several groups.
- 4) The researcher is explained more about degree of comparison such as Positive degree, Comparative degree, Superlative degree and Irregular degree in adjective form.

b. The Second meeting (2x45 minutes)

- 1) The researcher used real object as a visual aid first. The teacher asked three students to move in front of the class.

They were: a tall and a fat girls (Student A), a thin and a short girl (Student B) and a fat and a short girl (Student C) .

- 2) The researcher as the teacher little explanation about three example above.

Example: Student A is Taller than Student B, Student B is thinner than student A, Student C is fatter than student B, Student A is the tallest of all, Student B is the Thinnest of all.

- 3) The researcher is given them a task 1, she show other real object they were a book, a dictionary, and a novel.

Example:

(Positive Degree) The book is as thick as novel.

(Comparative Degree) The dictionary is thicker than a book.

(Superlative Degree) The dictionary is the thickest of all.

After that, the writer asks to the students to make another example base on that (real object), when she find their mistakes, she do not correct them directly.

- 4) For the last step, the researchers check their mistakes. Than she give a conclusion about the material that she has been teaching at the time, for making ensure students comprehension, she give them exersice through homework.

c. The third meeting (2x45 minutes)

- 1) The researcher used the picture aids. First, she divide the students into four group then she has given four picture for each group to comparison. She gave for different picture from each group. Before it, she has given example by four picture to the students.
- 2) The researcher asks each group to make more example Positive, comperative, superlative degree and Irregular degree base on the picture was receiving by each other.
- 3) The researcher ask each group to present their example one by one while showing the picture in front of the class.

For example : Group I



- Andien is older than Bayu.
- Bayu is younger than Andien
- Andi is the oldest of all children.
- Bayu is the youngest of all children.

4) After all group presented the example of comparison and superlative adjective, she gave explanation about comparison adjective through slide show, for making ensure students comprehension, she gave homework.

d. The Fourth meeting (2x45 minutes)

- 1) The researcher used flash card as teaching aid. Next, she is divided the students into five groups.
- 2) The researcher gave some flash card base on the students number in each group.
- 3) The researcher asks the students to make comparative degree base on the flash card that they have received. The activity of their learning as follow:

Teacher : ok students, for the first i would like to hear for the first group to show some examples of comperative degree base on the flash card that you made.

Compare this Flash Card!



(This activity is same with each group).

Part A:

Rabbit is faster than turtle

The horse is the Fastest of all animal.

Part B:

The motorcycle is Cheaper than Car.

The motorcycle is the Cheapest of all.

After that, she checking students' Flash card from each group.

e. The Fiveth Meeting (2x45 minutes)

- 1) The writer drew the table on the whiteboard.
- 2) She gives two examples for base on the table.

Name	Height	Weight
Rani	176 Cm	50 Kg
Riri	154 Cm	35 Kg

Rere	172 Cm	35 Kg
Ruri	166 Cm	45 Kg

- 3) The Researchers asks the students to make other example base on the table.
- 4) The Researchers gave explanation about comparison adjective entirely.

3. Post Test

After has been being giving treatment the writer gave post test to know the students achievement in using degree of comparison. The post test same as the procedure of pre test consists of 20 items and give 80 minutes to do the test.

G. Technique of Analyzing Data

The procedure of collecting data consists of some procedure as follows:

1. Scoring correct answer

$$Score = \frac{\text{students' correct answer}}{\text{Total number}} \times 100^4$$

2. The students' score are classified as follows :

No.	Classification	Score
1.	Excellent	96 - 100
2.	Very Good	86 - 95
3.	Good	76 - 85
4.	Fairly Good	66 - 75

⁴ L. R. Gay. *Educational Research : Competences for Analysis and Aplication. Second Edition.* (USA : Charles E . Merrill Publishing Company,1981),P.296.

5.	Fairly	56 - 65
6.	Poor	46 - 55
7.	Very Poor	0 - 35

(Table 3.2 The Students' score are classified)

3. Analysis the data into percentage, the writer applied the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Rate percentage

F = Frequency of respondents

N = Total sample⁵

4. Determining the students' mean score, t-test of significance and standard deviation, by using Statistical Package for Social Sciences (SPSS) version 20 program.

⁵ L.R, Gay. Ibid, P. 292.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. *Findings*

The findings of the research show the result of the data that have been analyzed statistically and the tabulating of data. It compares the answer on pre-test and post-test, the students score in pre-test and post-test, classification percentage of students score in pretest and post-test, the mean score, T-test Significant and standard deviation of the students' pre-test and post-test. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. These data describe students' ability in learning degree of comparison by using visual media.

The researcher made row score of students. The data analyzed and performed in the following table.

1. The analysis students' grammar in degree of comparison score in pre-test and post-test.
 - a. The Students' answer on pre test

Table 4.1

The Student's result of ability in degree of comparison Test in Pre- Test

Items	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	√	√	x	√	√	√	√	√	√	√	√	√	X	X	X	√	√	√	X	X	X

2	X	x	x	x	x	x	√	X	x	X	X	X	X	X	X	X	X	X	X	X	X
3	X	√	√	√	x	x	x	X	√	√	X	√	√	√	X	√	√	√	X	X	X
4	X	x	x	x	x	x	x	√	√	X	X	√	√	X	√	√	X	√	X	√	√
5	√	√	x	x	x	x	√	√	x	X	X	X	X	X	X	X	√	√	√	√	√
6	X	x	x	√	x	√	√	X	x	X	X	X	X	X	X	√	√	X	X	X	X
7	√	√	x	x	√	x	x	X	x	X	X	X	X	X	X	X	√	√	X	X	√
8	X	x	√	x	x	x	x	X	√	√	X	X	√	√	X	X	X	√	X	X	X
9	√	x	√	√	x	x	√	√	√	X	√	√	X	X	X	X	X	√	√	X	√
10	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	X	X	X
11	X	x	x	x	x	x	x	X	x	X	X	X	X	X	X	X	x	x	X	X	√
12	X	x	x	√	√	√	x	√	√	X	X	√	√	X	X	X	√	√	X	X	X
13	X	x	x	x	x	√	√	√	x	X	√	X	X	X	X	X	X	√	√	√	√
14	X	x	x	x	x	x	x	X	x	X	√	√	√	X	√	√	√	X	X	X	X
15	X	x	√	√	x	x	√	X	√	X	X	X	X	X	√	√	√	√	√	X	X
16	X	x	x	√	√	√	√	√	√	√	√	√	√	√	√	X	X	X	√	√	√
17	X	x	√	√	√	√	√	√	√	√	√	√	X	X	X	√	X	X	X	√	√
18	X	x	x	√	√	√	√	X	x	X	X	X	X	X	X	X	X	X	X	X	X
19	√	√	√	x	x	x	x	X	x	X	X	X	X	X	X	X	X	X	X	X	X
20	X	x	x	x	x	x	x	X	x	X	X	X	X	√	√	√	X	√	X	X	X
score	30	30	35	50	35	40	55	45	50	25	40	45	35	25	30	55	40	55	25	40	40

18	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
19	X	√	√	√	x	√	√	√	x	x	√	√	x	x	x	√	√	√	x	√	√
20	√	x	x	√	√	x	√	√	√	√	X	√	√	√	√	√	x	√	√	x	√
score	70	70	70	80	70	75	85	80	85	70	75	80	70	70	70	85	75	85	70	75	80

c. The Students' score in Pre test

Table 4.3

The score of students in pre test

Respondent	Correct answer	False	Score
R1	6	14	30
R 2	6	14	30
R 3	7	13	35
R 4	10	10	50
R 5	7	13	35
R 6	8	12	40
R 7	11	9	55
R 8	9	11	45
R 9	10	10	50
R 10	5	15	25
R11	8	12	40
R12	9	11	45

R13	7	13	35
R14	5	15	25
R15	6	14	30
R16	11	9	55
R17	8	12	40
R18	11	9	55
R19	5	15	25
R20	8	12	40
R21	8	12	40
Total			825

Table 4.3 above it can be seen the students' score in pre test. The highest score is 55 and the lowest score is 25. There were 3 students who got the lowest score 25 with 5 correct answer, 3 students got 30 with six correct answers, 3 students got 35 with seven correct answers, 5 students got 40 with eight correct answers, 2 students got 45 with nine correct answers, 2 students got 50 with ten correct answers, and 3 students got the highest score 55 with eleven correct answers.

Based explained above, writer knew that the students' still very low in grammar mastery especially in degree of comparison.

d. The students' score in post test

Table 4.4

The score of students in post test

Respondent	Correct answer	False	Score
R1	14	6	70
R 2	14	6	70
R 3	14	6	70
R 4	16	4	80
R 5	14	6	70
R 6	15	5	75
R 7	17	3	85
R 8	16	4	80
R 9	17	3	85
R 10	14	6	70
R11	15	5	75
R12	16	4	80
R13	14	6	70
R14	14	6	70
R15	14	6	70
R16	17	3	85
R17	15	5	75
R18	17	3	85

R19	14	6	70
R20	15	5	75
R21	16	4	80
Total			1590

Table 4.4 above it can be seen the students' score in post test. The highest score is 85 and the lowest score is 70. There was 9 students who got the lowest score 70 with fourteen correct answers, 4 students got 75 with fifteen correct answers, 4 students got 80 with sixteen correct answers, and 4 students got the highest score 85 with seventeen correct answers.

Based on the explained above, writer knew that the ability of students in mastering degree of comparison improved after was given treatment by using visual media.

2. Classification and percentage of the students' score

a. pre test

Table 4.5

The percentage rate of the students' score of pre test

No.	Classification Answer	Score	Frequency	Percentage
1.	Excellent	96 – 100	-	0%
2.	Very good	86 – 95	-	0%
3.	Good	76 – 85	-	0%
4.	Fairly good	66 – 75	-	0%

5.	Fair	56 – 65	-	0%
6.	Poor	36 – 55	12	57%
7.	Very poor	0 – 35	9	43%
Total			21	100 %

Table 4.5 above shows that from 21 students, there were 12 students (57%) acquired score “Poor”, 9 students (43%) acquired score “Very Poor”, and there was none of the students (0%) who got “Excellent”, “Very good”, “Good”, “Fairly good”, and “fair”. It means that the students’ ability in degree of comparison still very low before treatment.

b. Post test

Table 4.6

The rate percentage of the students’ score of post test

No.	Classification Answer	Score	Frequency	Percentage
1.	Excellent	96 – 100	-	0%
2.	Very good	86 – 95	-	0%
3.	Good	76 – 85	8	38.1%
4.	Fairly good	66 – 75	13	61.90 %
5.	Fair	56 – 65	-	0%
6.	Poor	36 – 55	-	0%
7.	Very poor	0 – 35	-	0%
Total			21	100%

The table 4.6 shows that from 21 students, there were 13 students (61,90%) who acquired score “ Fairly Good”, there were 8 students (38.1%) acquired score “Good” and there was none of the students (0%) who got “Excellent”, “very good”, “Fair”, “Poor”, and “Very poor”. It means that the ability of students in mastering degree of comparison improved after was given treatment.

3. The result of Degree of comparison test by using Visual Media

Table 4.7

The result of Degree Comparison test by using visual media before (Pre test) and after (Post test) conducting to treatment.

No	Respondent	The result of degree Comparison test by using visual media		D (y-x)	D ² (y-x) ²
		Pre-Test (X)	Post-Test (Y)		
1	R1	30	70	40	1600
2	R 2	30	70	40	1600
3	R 3	35	70	35	1225
4	R 4	50	80	30	900
5	R 5	35	70	35	1225
6	R 6	40	75	35	1225
7	R 7	55	85	30	900

8	R 8	45	80	35	1225
9	R 9	50	85	35	1225
10	R 10	25	70	45	2025
11	R11	40	75	35	1225
12	R12	45	80	35	1225
13	R13	35	70	35	1225
14	R14	25	70	45	2025
15	R15	30	70	40	1600
16	R16	55	85	30	900
17	R17	40	75	35	1225
18	R18	55	85	30	900
19	R19	25	70	45	2025
20	R20	40	75	35	1225
21	R21	40	80	40	1600
N= 21		X= 825	Y= 1590	$\sum D=765$	$\sum D^2=28325$

From table 4.7 above found that $\sum D$ is total of difference and the writer got $\sum D = 765$ and $\sum D^2 = 28325$ from this data, the result of degree comparison score in pre test and post test presented in to the table descriptive statistic by using SPSS 20. This research also will present the total mean difference, mean score, standard deviation and standard error mean in pre-test and post-test, and then compare both of them. It can be seen in table 4.6 until 4.8:

Table 4.8

The Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum
X	21	25	55
Y	21	70	85
Valid N (listwise)	21		

From table 4.6 shows that there are 21 Respondent in this research. And several students who acquired minimum score 25 and who acquired maximum score 55 in pre test and after conducting the treatment who acquired minimum score 70 and who acquired maximum score 85 in post test. So, there is improvement from pre test to the post test.

Table 4.9

The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	39.29	21	9.910	2.163
	posttest	75.71	21	5.976	1.304

The table 4.7 above shows that the mean score in pre test was 39.29 and the mean score of post test was 75.71. Standard deviation of pretest was 9.91 and

the standard deviation of posttest was 5.97. Standard error mean of pre test 2.163 and standard error mean of post test 1.304. From the mean score above it means that using visual media can improve students' ability in degree of comparison.

Table 4.10

The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t-test	df	Sig. (2-tailed)
		Mean of difference	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest –pretest	36.429	4.781	1.043	38.605	34.252	34.917	20	0,00

The table 4.7 above shows that the hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is a test to know the significance difference between the result of students' mean score in pre test and post test.

4. Test of Hypothesis

From the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = $N - 1$, $N = 21 - 1 = 20$ where $df = 20$, than the t-test is presented in the following table.

Table 4.11

The Students' Result of "t" Test

Variable	P-Value	(α)	T_{count} (t_0)	T table (N-1)	
Pretest (X) and Posttest(Y)	0.00	0.05	34.917	df 20	2.086

Based on the result above, the researcher gives interpretation as the step hypothesis test below:

H0 : There is no significant difference between pretest and posttest results in learning degree of comparison by using Visual Media.

H1 : There is significant difference between pre test and post test result in learning degree of comparison by using Visual Media.

- 1) Standard of significant 0.05
- 2) Criteria of hypothesis acceptability

$t_0 \geq t_t$: reject null hypothesis

$t_0 \leq t_t$: receive null hypothesis

The result of t_{table} we got 2.086 and t_{count} from SPSS 20 Program we got 34.917. From the result mentioned, the researcher gave interpretation, as we know that $34.917 \geq 2.086$ so, we can concluded that t_{count} was higher than t_{table} .

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df) = N-1, where (N) = 21, df = 20. The probability value was smaller than α ($0.00 < 0.05$).

B. Discussion

According to the calculation of the data, for the experiment class, the mean of the pre-test is 39.29, the mean score of the post-test is 75.71, and the mean of the gained score is 36.429. It means that the mean of the pre-test, the post-test, and the gained score in pretest and posttest was differed. The means score in pretest before treatment explained that the students' still low ability in mastering grammar especially degree of comparison and the students not interested and their motivation in learning process was poor and the means score in posttest improved and the students more interest and more active in learning process after treatment by using visual media such as real object, picture, table and flash card was conducted and the gained in pretest and posttest to know students ability in mastering degree of comparison.

In the pretest the students who got "Very poor" classification answer there were 9 students, they were R1, R2, R3, R5, R10, R13, R14, R15, and R19. And the students who got "Poor" classification answer there were 12 students, they

were R4, R6, R7, R8, R9, R11, R12, R16, R17, R18, R20 and R21, none students who got “Excellent, very good, fairly good, and fair” classification answer.

In the post test the students who got “Good” classification answer there were 8 students, they were R4, R7, R8, R9, R12, R16, R18, and R21. And the students who got “Fairly Good” classification answer and there were 13 students, they were R1, R2, R3, R5, R6, R10, R11, R13, R14, R15, R17, R19, and R20, none students who got “Excellent, Very good, Fair, Poor, and Very Poor” Classification answer.

Furthermore, Comparing the t_{count} with the t_{table} , the result of this study shows that t_{count} ($t_o = 34.917$) is higher than t-table ($t_{0.05} = 2.086$) or ($t_o \geq t_t$) in standard of significance 0.05, so that the alternative hypothesis (H1) is accepted and the null hypothesis (Ho) is rejected.

Based on the explanation above, the writer presented the details of the discussion as follow :

A. The students’ answer on Pre-test & Post-test

a. The Result of students’ ability in degree of comparison in Pre-test

1. A horse can run than dog

- a. Fast
- b. Faster
- c. The fastest
- d. More faster

Question number 1 above shows at from 21 students, 14 students had correct answer because they answered part B “faster” it means that they had known the positive form of comparison. 7 students had wrong answer because they answered item in variety answer.

2. Susan is the student in the class.

- a. More intelligent
- b. Most intelligent
- c. Intelligent
- d. The most intelligent

Question number 2 above shows at from 21 students, 1 student had correct answer because they answered part B “most intelligent” it means that they had known the superlative form of comparison before. 20 students had wrong answer because they answered item in variety answer.

3. Rose flower is as the orchid flower

- a. The most beautiful
- b. More beautiful
- c. Beautiful as
- d. Most beautiful

Question number 3 above shows at from 21 students, 10 students had correct answer, they answered part C “beautiful as” it means that they had known the positive form of comparison. 11 students had wrong answer because they answered item in variety answer.

4. Eiffel tower is 324 m

Monas is 132 m

Eiffel tower is Monas.

- a. As High
- b. Higher
- c. Highest
- d. Higher than

Question number 4 above shows at from 21 students, 9 students had correct answer, they answered part D “Higher Than” it means that they had known the comparative form of comparison before. 12 students had wrong answer because they answered item in variety answer.

5. My book is as as yours

- a. Most interesting
- b. More interesting
- c. Interested
- d. Interesting

Question number 5 above shows at from 21 students, 9 students had correct answer, they answered part D “interesting” it means that they had known the positive form of comparison before. 12 students had wrong answer because they answered item in variety answer.

6. Lisa’s hair is as as Anita’s hair

- a. Shorter
- b. Short

- c. Shorter than
- d. Shortest

Question number 6 above shows at from 21 students, 3 students had correct answer, they answered part B “short” it means that they had known the positive form of comparison before. 18 students had wrong answer because they answered item in variety answer.

7. Damini is 40 years old, Icha is 20 years old

Damini is than Ita

- a. Older
- b. Oldest
- c. More older
- d. Most oldest

Question number 7 above shows at from 21 students, 7 students had correct answer, they answered part A “Older” it means that they had known the superlative form of comparison before. 14 students had wrong answer because they answered item in variety answer.

8. An Elephant is a Crocodile

- a. Bigger
- b. Bigger Than
- c. Small Than
- d. All the wrong

Question number 8 above shows at from 21 students, 6 students had correct answer, they answered part B “Bigger than” it means that they had known the

Comparative form of comparison before. 15 students had wrong answer because they answered item in variety answer.

9. The price of the dictionary is Rp.50.000 the price of the novel is Rp.

40.000 The dictionary is than the novel.

- a. Most expensive
- b. More expensive
- c. Cheap
- d. More cheap

Question number 9 above shows at from 21 students, 11 students had correct answer, they answered part B “More expensive” it means that they had known the comparative form of comparison before. 10 students had wrong answer because they answered item in variety answer.

10. Vita is 170 cm tall

Nita is 170 cm tall

Vita is as as Nita

- a. Taller
- b. More taller
- c. Tall
- d. Most taller
- e. The tallest

Question number 10 above shows at from 21 students, 17 students had correct answer, they answered part C “Tall” it means that they had known the

positive form of comparison before. 4 students had wrong answer because they answered item in variety answer.

11. Andi is 50 kg. Dona is 50 kg. So, Donna is Andi.

- a. As fat as
- b. fatter
- c. More fatter
- d. Most fattest

Question number 11 above shows at from 21 students, 1 students had correct answer, they answered part A “As fat as” it means that they had known the positive form of comparison before. 20 students had wrong answer because they answered item in variety answer.

12. My Assignment is 80 Score and Lina’s Assignment is 80 Score.

My Assignment as..... as Lina’s Assignment

- a. Good
- b. Better
- c. Best
- d. The best

Question number 12 above shows at from 21 students, 10 students had correct answer, they answered part A “Good” it means that they had known the Irregular form of comparison before. 11 students had wrong answer because they answered item in variety answer.

13. Ana's house 100 km, Rina' house is 50 km from school.

Ana's house is..... than Rina's House

- a. Far
- b. Farther
- c. Farthest
- d. As far as

Question number 13 above shows at from 21 students, 7 students had correct answer because they answered Part B "Farther" it means that they had not known the irregular form of comparison. 14 students had wrong answer because they answered item in variety answer.

14. Mr. William has Rp.3,000.000.000

Mr. Kadek has Rp.1, 000.000.000

Mr. William has money than Mr. Kadek

- a. Much
- b. More
- c. Most
- d. The most

Question number 14 above shows at from 21 students, 6 student had correct answer because they answered Part A "Much" it means that they had known the irregular form of comparison before. 15 students had wrong answer because they answered item in variety answer.

15. The Elephants are theof all animal.

- a. Large
- b. Larger
- c. Largest
- d. Larger than

Question number 15 above shows at from 21 students, 9 student had correct answer because they answered Part B “Largest” it means that they had known the Superlative form of comparison before. 12 students had wrong answer because they answered item in variety answer.

16. Look at the Table below (Question 16-18)

Name	Height	Weight
Tina	176 cm	50 kg
Tin	154 cm	35 kg
Toni	172 cm	35 kg

Base on the table above Tin is.... Than Tina.

- a. Short
- b. The Shortest
- c. Taller
- d. Shorter

Question number 16 above shows at from 21 students, 15 student had correct answer because they answered Part D “Shorter” it means that they had known the Comparative form of comparison before. 6 students had wrong answer because they answered item in variety answer.

17. Tina is theof All

- a. Thin
- b. Thinner
- c. As Fat As
- d. Fattest

Question number 17 above shows at from 21 students, 13 student had correct answer because they answered Part D “Fattest” it means that they had known the Superlative form of comparison before. 8 students had wrong answer because they answered item in variety answer.

18. A: Do you think Toni is shorter than Tin?

B: No, Toni is..... than Tin.

- a. As tall As
- b. Taller
- c. Tallest
- d. Taller than

Question number 18 above shows at from 21 students, 4 student had correct answer because they answered Part B “Taller” it means that they had known the

Comparative form of comparison before. 17 students had wrong answer because they answered item in variety answer.

19. Indonesia is one of the Countries in the world

- a. Beautiful
- b. More Beautiful
- c. Most Beautiful
- d. As Beautiful as

Question number 19 above shows at from 21 students, 3 student had correct answer because they answered Part C “Most Beautiful” it means that they had known the Superlative form of comparison before. 18 students had wrong answer because they answered item in variety answer.

20. Apple is 1 kg and orange is 1,5 kg. so, orange is ...than Apple.

- a. Heavy
- b. Heavier
- c. The Heaviest
- d. More Heavy

Question number 20 above shows at from 21 students, 4 student had correct answer because they answered Part B “Heavier” it means that they had known the Comparative form of comparison before. 17 students had wrong answer because they answered item in variety answer.

Based on the conclusion above, the writer concluded that the students’ ability in degree of comparison still very low in pre test (before treatment)

b. The result of students' ability in degree of comparison in post test

1. A horse can run than dog

- a. Fast
- b. Faster
- c. The fastest
- d. More faster

Question number 1 above shows at from 21 students, 21 students had correct answer because they answered part B “faster” it means that they had known the positive form of comparison. No one students had wrong answer because they answer.

2. Susan is the student in the class.

- a. More intelligent
- b. Most intelligent
- c. Intelligent
- d. The most intelligent

Question number 2 above shows at from 21 students, 18 student had correct answer because they answered part B “most intelligent” it means that they had known the superlative form of comparison before. 3 students had wrong answer because they answered item in variety answer.

3. Rose flower is as the orchid flower

- a. The most beautiful
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- c. Beautiful as
- d. Most beautiful

Question number 3 above shows at from 21 students, 12 students had correct answer, they answered part C “beautiful as” it means that they had known the positive form of comparison. 9 students had wrong answer because they answered item in variety answer.

- 4. Eiffel tower is 324 m

Monas is 132 m

Eiffel tower is Monas.

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- b. Higher
- c. Highest
- d. Higher than

Question number 4 above shows at from 21 students, 11 students had correct answer, they answered part D “Higher Than” it means that they had known the comparative form of comparison before. 10 students had wrong answer because they answered item in variety answer.

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- c. Interested
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Question number 5 above shows at from 21 students, 15 students had correct answer, they answered part D “interesting” it means that they had known the positive form of comparison before. 6 students had wrong answer because they answered item in variety answer.

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- a. Shorter
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- d. Shortest

Question number 6 above shows at from 21 students, 11 students had correct answer, they answered part B “short” it means that they had known the positive form of comparison before. 10 students had wrong answer because they answered item in variety answer.

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Damini is than Ita

- a. Older
- b. Oldest
- c. More older
- d. Most oldest

Question number 7 above shows at from 21 students, 19 students had correct answer, they answered part A “Older” it means that they had known the Comparative form of comparison before. 2 students had wrong answer because they answered item in variety answer.

8. An Elephant is a Crocodile

- a. Bigger
- b. Bigger Than
- c. Small Than
- d. All the wrong

Question number 8 above shows at from 21 students, 9 students had correct answer, they answered part B “Bigger than” it means that they had known the Comparative form of comparison before. 12 students had wrong answer because they answered item in variety answer.

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- b. More expensive
- c. Cheap
- d. More cheap

Question number 9 above shows at from 21 students, 14 students had correct answer, they answered part B “More expensive” it means that they had known the comparative form of comparison before. 7 students had wrong answer because they answered item in variety answer.

10. Vita is 170 cm tall

Nita is 170 cm tall

Vita is as as Nita

- a. Taller
- b. More taller
- c. Tall
- d. Most taller

Question number 10 above shows at from 21 students, All students had correct answer, they answered part C “Tall” it means that they had known the positive form of comparison.

11. Andi is 50 kg. Dona is 50 kg. So, Donna is Andi.

- a. As fat as
- b. fatter
- c. More fatter
- d. Most fattest

Question number 11 above shows at from 21 students, 12 students had correct answer, they answered part A “As fat as” it means that they had known the positive form of comparison before. 9 students had wrong answer because they answered item in variety answer.

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- b. Better
- c. Best
- d. The best

Question number 12 above shows at from 21 students, 18 students had correct answer, they answered part A “Good” it means that they had known the Irregular form of comparison before. 3 students had wrong answer because they answered item in variety answer.

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Ana’s house is.....than Rina’s house.

- a. Far
- b. Farther
- c. Farthest
- d. As far as

Question number 13 above shows at from 21 students, 11 students had correct answer because they answered Part B “Farther” it means that they had not known the irregular form of comparison. 10 students had wrong answer because they answered item in variety answer.

14. Mr. William has Rp.3,000.000.000

Mr. Kadek has Rp.1, 000.000.000

Mr. William has money than Mr. Kadek

- a. Much
- b. More
- c. Most
- d. The most

Question number 14 above shows at from 21 students, all student had correct answer because they answered Part A “Much” it means that they had known the irregular form of comparison.

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- a. Large
- b. Larger
- c. Largest
- d. Larger than

Question number 15 above shows at from 21 students, 14 students had correct answer because they answered Part B “Largest” it means that they had known the Superlative form of comparison before. 7 students had wrong answer because they answered item in variety answer.

16. Look at the Table below (Question 16-18)

Name	Height	Weight
Tina	176 cm	50 kg
Tin	154 cm	35 kg
Toni	172 cm	35 kg

Base on the table above Tin is.... than Tina.

- a. Short
- b. The Shortest
- c. Taller
- d. Shorter

Question number 16 above shows at from 21 students, 20 students had correct answer because they answered Part D “Shorter” it means that they had known the Comparative form of comparison before. 1 student had wrong answer because they answered item in variety answer.

17. Tina is theof All

- a. Thin
- b. Thinner
- c. As Fat As
- d. Fattest

Question number 17 above shows at from 21 students, all students had correct answer because they answered Part D “Fattest” it means that they had known the Superlative form of comparison.

18. A: Do you think Toni is shorter than Tin?

B: No, Toni is..... than Tin.

- a. As tall As
- b. Taller
- c. Tallest
- d. Taller than

Question number 18 above shows at from 21 students, all students had correct answer because they answered Part B “Taller” it means that they had known the Comparative form of comparison.

19. Indonesia is one of the Countries in the world.

- a. Beautiful
- b. More Beautiful
- c. Most Beautiful
- d. As Beautiful as

Question number 19 above shows at from 21 students, 13 students had correct answer because they answered Part C “Most Beautiful” it means that they had known the Superlative form of comparison before. 8 students had wrong answer because they answered item in variety answer.

20. Apple is 1 kg and orange is 1,5 kg. so, orange is ...than Apple.

- a. Heavy
- b. Heavier
- c. The Heaviest
- d. More Heavy

Question number 20 above shows at from 21 students, 15 students had correct answer because they answered Part B “Heavier” it means that they had known the Comparative form of comparison before. 6 students had wrong answer because they answered item in variety answer.

Based on the discussion above, the writer concluded that the students’ ability in degree of comparison has increased. It means that after giving treatment, the students’ ability in mastering degree of comparison improved by using Visual

media and there was a significant difference between pretest and posttest in teaching degree of comparison through visual media. In other words, using visual media in teaching degree of comparison could be used to improve students ability and students motivation to be mastering in grammar and application in teaching degree of comparison by using visual media was effective because can attract students interested and motivated.

Visual media is media that only relies on the senses of vision. For example, visual media that displays still images such as film strips, slides, photos, pictures or paintings and prints. And visual media that displays images or symbols that move like silent films and cartoons. This media is not suitable for blind people or blind people but if the teacher has a problem teaching with people with visual impairments such as blindness, or cataracts and other visual impairments, the teacher can do various ways so that the material can be known to the student.

In teaching specially for the blind we can apply Real object in teaching degree of comparison that can be touched and heard such as wide, thick, weight of the book, compare quantities, compare Sharp and blunt pencil, and Size of eraser and the other things. So that learning can be meaningful, not only is the media a supporting factor. But the role of the teacher or educator as a motivator or facilitator is also a very important factor, because educators must be able to stimulate and provide encouragement to be able to develop students' creativity so that it will feel the meaningfulness of learning. And the teacher must master how to apply the appropriate media.

Broadly speaking the principles of visual media selection are categorized as follows:

1. Accuracy in the selection of visual media, which causes the learning process to be smooth and the material presented can be understood by students.
2. Visual media made effective, the visual media forms are made as simple as possible so they are easy to understand.
3. The chosen visual media must be in accordance with the learning objectives to be achieved.
4. Visual media must be flexible, so it does not make it difficult for students to understand the material.
5. Use images to distinguish two different concepts.
6. The description image must be outlined and the use of color must be realistic.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

After finding, data analysis and discussion, the researcher makes conclusion that as follow:

1. Visual media which is formulated as a teaching media can improve the ability at the second year students of SMPN 10 Palopo in mastering degree of comparison. It can be prove by result of students in the pre test and the post test with the mean score in the post test (75.71) is greater that the mean score in pre test (39.29). It means there is improvement of the Students mastery in degree of comparison. There was a significant difference between pre test and post test result in learning degree of comparison after Visual Media conducted. By using “ t_t ” standard of significant 0.05 with $df = 20$, the result of $t_t = 2.086$ and $t_o = 34.917$. The researcher found t_{test} was bigger than t_{table} ($34.917 \geq 2.086$). It showed that teaching degree of comparison by using Visual Media can useful by teacher and students of SMPN 10 Palopo.

2. Visual media such as Real object, picture, table and flashcard that the researcher conducted is an interesting media in teaching English especially degree of comparison because it can stimulate and motivate students to learn. Besides that, it can attract the students' attention to learn more because visual media was aid that can be understanding and memory. So that, the students are easier to compare between one thing to another thing and one person to another person.

B. Suggestions

Based on the result of this research and the conclusions above, the writer gives some suggestions as follows:

1. Before giving material to the students the teacher should be need analysis to know what the students problem and students learning style characteristic because not all students had same ability.

2. In teaching English especially grammar to the students, the teacher should give an interesting media which can create a good atmosphere and classroom situation to be fun. So, it can make them relax and enjoy getting the material.

3. In teaching grammar especially in degree of comparison, before choosing and using kinds of media, a teacher should also consider the importance of media in attaining the purpose of instructional, the availability of the media as compare with other media and the effectiveness with compare. It means that use the media, the teacher must be sure that the media used are rarely important, good, and suitable with class condition and their material.

4. In teaching grammar especially in degree of comparison, kinds of media accelerate with the degree of comparison material and students problem.

5. In teaching grammar especially in degree of comparison by using visual media teacher should give them more motivation to speak English.

6. For the students, should be active in the classroom and aware about English subject is important in globalization era.

7. In teaching grammar especially in degree of comparison by using visual media students should bring their dictionary.

8. For the next researcher who wants to do the next research especially about grammar, the writer hopes to use other interesting methods.

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APPENDICES 9

Documentation



The researcher discuss with the students about the theme



The researcher writes on the white board some material according to the theme



The Students Began answer the Test of degree comparison in Pre Test



The researcher use Visual Media to be affective in their class experiment



The students write down the material according to the theme



The researcher gives the students example of degree of comparison



The students Make Other example from their group.



The researcher gives conclusion about the material

CURRICULUM VITAE



The researcher, Sitti.Fatimah was born on May 6th 1994 in Palopo. She began her study at SDN 232 Songka and finished in 2006. After that she continued her study at Islamic Boarding School in Junior High school until Senior High School at PMDS Putri Palopo and graduated in 2012.

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